Deep Learning- A reflection from the Regents' Academy

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Available at: http://works.bepress.com/grace_thomson/8/
Deep learning: A reflection from the Regents' Academy

Summer Session new webcampus layout

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Deep learning: A reflection from the Regents’ Academy

The alignment of the objectives of a course to the activities and assessment tools prepared by the instructor are an important element of a successful teaching plan. Therefore it is important that students get all the assistance from their instructors to increase their familiarity with the structure of the course, especially in online classes where the contact is asynchronous. An increased knowledge of the structure of the class, objectives and plan of action enhances the students likelihood to succeed.

I attended the Regents’ Academy from May 31-June 2, 2007 and one of the immediate impacts was the incorporation of the concept of *deep learning* and best use of assessment tools (*CATs*) to enhance the learning outcomes of a course.

This paper is a report of the innovative features added to the BUS101 Introduction to Business webcampus site for summer 2007 adapted and discussed from best practices learned at the Regents Academy. The organization of this 6-week course responds to a careful review of syllabus and lesson plans, along with the improvement of new tools such as a course tour, syllabus quiz and reflective discussions.

1. **Summer Session new web campus layout**

The webcampus site for BUS101 Summer session 2007 was launched May 29 with full functionality. The design comprises the following features:

1.1 Simplification of the layout of the homepage: Only three icons on the homepage: START HERE, COURSE CONTENT and INSTRUCTOR’S BIO

1.2 6 weeks of classes organized in weekly content links accessible through COURSE CONTENT.

1.3 No shortcuts to the assignments, assessment or discussions: All the links are imbedded in each weekly link, accessible through course content.

1.4 Weekly links with homepage that previews mini-lectures and objectives of the module.

1.5 Lectures, webcasts, stream video, assignments and discussions and project tasks are imbedded linked to each week and easily accessible.
1.6 Chat rooms and special project forums were also enabled. I enabled links to NSC Library, the Owl at Purdue and other sites to be used during the semester, properly labeled by topic.

1.7 A final project with gradual tasks that are monitored during the semester, and a team-building activity that engages all learners in communication skills and effective citizenship is the key performance of this course.

1.8 During the first week of classes students only view the activities for week 1. This reduces the overwhelming amount of information that they have to process during this period.

1.9 Weeks 2-6 will be released the week after. (At this time, all the weeks are released)

2. Advantages of this new layout are:

   a. Students remain focused on the objectives and assessments of each week. I consider this particularly important given this is a summer session where optimization of time is a key.

   b. Students view only the assignments that they have to meet, reducing the chance of confusion in posting to the wrong dropbox.

   c. Students will find consistency of each week with the syllabus and with the activities organized for them, because everything is in a repository that pertains to each week exclusively.

   d. Students get the full benefit of reading objectives and lectures, which is usually overlooked when they have the shortcuts, as they skip those activities and they go directly to the "gradable" items.

3. Shortcomings of this option are:

   a. Students are used to access their activities through shortcuts and may be confused at the beginning.

   b. Instructor will have to invest time to support students through the changes, as they will require some preparation to navigate the site before the actual content is deployed.

   b. Students may miss some activities until they are used to the new view.

4. Keys to reduce the shortcomings and improve success in learning

In order to improve the rate of success of my students using this new layout, I proceeded with the following:

4.1 Tour
1. I designed a quick tour in html that tells my students how to navigate the site. Please try that tour, and tell me what things can be improved.

2. The tour is a very simple set of hyperlinks one chained to the other about assignments, discussions, grading, quizzes, and even the layout of my webcampus site. Links to the Owl at Purdue and to the library are also included in the tour.

3. The tour is also available in printable pdf document for those who want to archive it.

4.2 Syllabus Quiz

4. The linearity of the tour ensures that the student follows a sequence and then at the end of the process, having read the syllabus and taken this tour, they are tested in a syllabus quiz.

4.3 Content of week 1

The content of week 1 includes simple activities that are easily performed after taking the tour. The activities relate to cognitive skills, mechanical skills, disposition to succeed in this class, application to real-life scenarios.

4.4 Active involvement of the instructor

During this first week, the visibility of the instructor is increased to ensure that each students gets individualized attention and that their questions are answered properly. This also increases the confidence students have in their instructor, turning this learning experience a mentor-mentee relationship. (See Appendix A for information about the tutorial)

5. Assessing the new layout:

As a quick assessment of this technique, I created a discussion topic called "Syllabus quiz". At least 90% of the respondents found this tour, the syllabus and the quiz itself to be a good idea, and stated not having taken this type of quiz before.

Students identified the following benefits of the syllabus quiz:

a) Ownership of the course and the responsibilities they have in it.

b) Knowledge of the expectations for this course.

c) Having a permanent record of how to navigate the site.
d) Hands-on practice on taking quizzes on webcampus and learning about deadlines, # of attempts in a quiz and layout of the quiz itself.

e) Points for participation are credited by this activity, which stimulates them and enhances their self-confidence.

f) Reflection about content of the syllabus is performed in the discussion forum where they share their impressions with me and peers.

g) Feedback from their instructor is quickly offered through discussions or through e-mail.

Conclusion

Students experience “deep learning” when their assignments and other course activities are used for reflection and self-assessment, while meeting the course objective. Deep learning is one of the new concepts learned at the Regents’ Institute meeting last weekend. It implies the use of assignments to enhance the assessment of other tools in the learning process. In this case, taking the tour is an all-in-one learning experience that trains them in the skills of:

a) Reading

b) Navigating the site

c) Printing and dealing with digital documents

d) Taking Quizzes

e) Participating in Discussion forums

f) Using Mail options

g) Providing feedback in an organized manner.

I will continue tracking the outcomes of this modality and will report about it. I discussed the use of the tour and syllabus quiz tool at the Regents Academy, and it received positive feedback from the instructors and colleagues. The impact of the new organization of my course will be gradually assessed during the 6 weeks, and tested at the end of the semester. Feedback about the design are strongly encouraged. (See appendix A for screen shot of the layout)
Appendix A
BUS101 Introduction to Business - Touring the website

By Grace S. Thomson
Instructor

Are we ready to start? Let’s get to know our website. Make sure to print out this information and file it in your course binder.

**Homepage - Top menu**

The Homepage has the following layout. On the **top menu** you will find links to course content, announcements, calendar, mail, syllabus, weblinks, the Bovee webcompanion and my grades. Notice that the links to assignments, discussions or quizzes will not be located here.

Let’s start by downloading the Syllabus. Click on the syllabus link and follow the prompts.

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**Homepage - Content**

In the lower section of the homepage you will find 3 icons: Start here, course content and Your instructor.
Start here will take you to a tutorial about this course. Access this icon as many times as you wish; the information in this tutorial will help you in the first quiz of this course.

Course content is your access to the weekly modules of this course. Our course is organized per weeks and within each week you will have assignments, discussions, projects, webcasts or video streams, internet tools, etc. Notice that the weekly schedule noted in your syllabus will match the course content.

Your instructor provides a brief bio of your instructor. Feel free to contact her by e-mail or by webcampus e-mail or stop by during office hours.

Start here page

When you click on this link you will be taken to a 10-slide tutorial with information about the policies of this course. Take 30 minutes to read this tutorial. It is recommended that you take this tutorial after you have printed the syllabus. Have a highlighter with you to make notes on the syllabus when necessary.

See below a sample of the slide about “what you should know about online classes” included in the tutorial
Notice the *Your location* bar on the top of the slide. This bar will be visible at all times and will help you orientate yourself. If you want to go back to the homepage you just click the link. Remember: Refrain from using the BACK/FORWARD buttons of the browser.

Now let us take a look at the course content link

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*Course content link*

The course content link is the heart of our course. You will find here 8 weekly modules that will give you access to post assignments, discussions, projects and exams, along with a folder with information about your midterm exams and final project.

Notice the top menu is active while you navigate this site with information of the semester.
Note: During the first week of classes you will only see the icon for Week one. Icons with the upcoming weeks will be added progressively before the end of the current week. Remember academic weeks in this course run from Monday to Friday midnight.

Course content link

Week 1 content

This is a sample of what you will see during week 1. Notice the layout of the content page:

To the left: A table of contents with the summarized content of the week: A Read me First file with instructions for the week, and links such as quizzes and tutorials. Each week the table of contents will different information.
To the right: The read me first window is automatically open. The read me first link is your route map for each week, remember to read it the weekend previous to each new week.

On the upper right corner: Notice icons that indicate the activities due during that given week. Click on them to access quizzes, weblinks, discussions, assignments and print options. Remember that these graded activities will be accessed only through the weekly content.

Notice the action arrows next to the icons. Use them to navigate within the course content.

Now please go to week 1 and let us start this journey. Remember to mail any questions or post them to the discussion section

Welcome once again!
Syllabus
BUS101 Introduction to Business
Online / Summer 2007

Instructor Information
Grace S. Thomson  M.B.A.

grace_thomson@nsnc.nevada.edu or through WebCampus (Vista)

(702) 992 2635

Office Hours:  Wednesdays 1:00–4:00 pm and by appointment.
Please request an appointment with at least 48 hours notice

Bio:
Grace Thomson is a Latin American Economist with a Master of Business Administration Degree with emphasis in Finance. Grace was born in Guayaquil, Ecuador, South America. She also completed graduate studies in Agricultural Economics at Iowa State University through a scholarship awarded by USAID in 1991.

Grace has worked as a business and economic consultant for a number of private, Non Governmental and Multilateral Organizations in Latin America and has been an Associate Professor in Economics for more than 15 years. She is currently a Business Counselor with SCORE a not-for-profit partner organization of SBA (Small Business Administration) and a permanent collaborator to the Private Business Channel and the Small Business School. In 2005, she founded “Spanish Communication Services” devoted to provide consulting services in Hispanic culture and Spanish issues, to corporations within the United States, Europe, Latin America and Australia. Currently she is a full-time lecturer with Nevada State College teaching 5 different business and management classes.

Her family plays the most important role in Grace’s life, as a mother to Elena and wife to Ken.

Course Materials
Course Title:  Introduction to Business
Course Description

This course is focused on the study of the essentials of business. Students will be able to understand how to conduct business in the global economy, and they will learn about the components of a successful business venture.

The course will cover both the level of theory necessary to understand the basics of business and the actual application of these concepts in real life.

BUS101 Introduction to Business will provide you with a baggage of techniques and tools that will contribute to be successful both in your startup as a business person or to pursue a degree in business.

Pre-requisites:

It is recommended that students had taken courses in writing, APA writing style and computer literacy including Webcampus workshops.

Schedule

Online. Academic week runs from Monday–Friday of each week. No activities on weekends.

This is a tentative schedule. Content will be updated according to the progress of the class at instructor’s discretion and notified on Webcampus.

Students must complete the activities outlined in this schedule before end of each academic week (Friday).

Print this syllabus
WEEKLY CLASS SCHEDULE

Remember due date is Friday midnight of a given week:

<table>
<thead>
<tr>
<th>CLASS MEETING</th>
<th>CONTENT</th>
</tr>
</thead>
</table>
| Week 1        | Print out the Syllabus  
May 29–June 1 |  
  - Please print out this syllabus
  - Syllabus Quiz
    - Go to the Assessment section and take your syllabus quiz.

**Chapter 1 Fundamentals of Business and Economics.**
  - Text reading and Power point slides. Chapter 1

**Webcast: Capital the American Revolution**
Watch the video and respond to the discussion questions.

**Homework assignment:**
NONE

**Discussion questions**
Post your response to the topics of the week in two different days before Friday.
  1. Introduce yourself
  2. Did you take the syllabus quiz?
  3. What type of business your company does?
  4. Capital the American Revolution.

**Final Project**
  - Read General Instructions, Pre–task and Task 1 instructions.

| Week 2 | June 4–8 | Chapter 2 Ethics and Social Responsibility  
|--------|---------|  
  - Text reading and Power point slides. Chapter 2

**Chapter 5 Forms of business ownership.**
  - Text reading and Power point slides. Chapter 5

**Homework assignment:**
Chapter 1, “Developing your Research Skills” page 57.
INDIVIDUAL ASSIGNMENT.

**Discussion questions**
Post your response to the topics of the week in two different days before Friday.
| Week 3 | June 11–15 | **Chapter 7 The Functions of Management**  
□ Text reading and Power point slides. Chapter 7  
**Chapter 8 Organization and Teamwork**  
□ Text reading and Power point slides. Chapter 8  
http://wps.prenhall.com/bp_bovee_eib_3/0,11464,2795374-00.html  
**Discussion questions**  
Post your response to the topics of the week in two different days before Friday.  
1. Identifying the mission and vision  
2. The structure of your organization  
**Final Project–**  
Read Pre–task and Task # 1 and assign work among team members. TEAM BUILDING STARTS THIS WEEK. |
| --- | --- | --- |
| Week 4 | June 18–22 | **Chapter 11 Managing Human Resources**  
□ Text reading and Power point slides. Chapter 11  
http://wps.prenhall.com/bp_bovee_eib_3/0,11464,2795374-00.html  
**Homework assignment:**  
Chapter 2. “Enron: A case study in Unethical Behavior”. Page 93 (GROUP ASSIGNMENT)  
**Discussion questions**  
Post your response to the topics of the week in two different days before Friday.  
1. Is my occupation fairly compensated?  
2. People power, Human resources in the organization.  
**Final Project (Group assignment)**  
Submit your documents  
□ Pre–task Project – Photovoice Research.  
□ Task 1 Final Project |
| Week 5 | June 25–29 | **Chapter 12 Art and Science of Marketing**  
□ Text reading and Power point slides. Chapter 12  
http://wps.prenhall.com/bp_bovee_eib_3/0,11464,2795374-00.html  
**Webcast: Wahoo’s fish tacos**  
Watch the video and answer discussion questions  
**Discussion questions**  
Post your response to the topics of the week in two different days |
before Friday.

1. Marketing at Wahoo’s Fish tacos

**Homework assignment:**

None

**Midterm Exam**

(Online exam chapters 1, 2, 5, 7 and 8) Located in Assessment section available Wednesday June 27 9:00 am – Thursday June 28 9:00 am.

**Final Project**-

Read Task 2 and Final task instructions and assign work among team members.

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Chapter 13 Product and Pricing Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2–6</td>
<td>□ Text reading and Power point slides. Chapter 13</td>
</tr>
<tr>
<td>(Holiday July 4)</td>
<td><strong>Chapter 3 Competing in the Global Economy</strong></td>
</tr>
<tr>
<td></td>
<td>□ Text reading and Power point slides. Chapter 3</td>
</tr>
<tr>
<td></td>
<td><a href="http://wps.prenhall.com/bp_bovee_eib_3/0,11464,2795374-,00.html">http://wps.prenhall.com/bp_bovee_eib_3/0,11464,2795374-,00.html</a></td>
</tr>
<tr>
<td></td>
<td><strong>Homework assignment:</strong></td>
</tr>
<tr>
<td></td>
<td>Chapter 7, “Developing your research skills” page 253. (GROUP ASSIGNMENT)</td>
</tr>
<tr>
<td></td>
<td>Chapter 11, “Handling difficult situations on the Job: Juggling Diversity and Performance” page 387. (GROUP ASSIGNMENT)</td>
</tr>
<tr>
<td></td>
<td><strong>Webcast: Rebuilding Main Street America</strong></td>
</tr>
<tr>
<td></td>
<td>Watch the video and answer discussion questions</td>
</tr>
<tr>
<td></td>
<td><strong>Discussion questions</strong></td>
</tr>
<tr>
<td></td>
<td>Post your response to the topics of the week in two different days before Friday.</td>
</tr>
<tr>
<td></td>
<td>1. Product strategy at Rebuilding Main Street America</td>
</tr>
<tr>
<td></td>
<td><strong>Final Project</strong>-</td>
</tr>
<tr>
<td></td>
<td>Read Task 2 and Final task instructions and assign work among team members.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Chapter 16 Basic Accounting Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 9–13</td>
<td>□ Text reading and Power point slides. Chapter 16</td>
</tr>
<tr>
<td></td>
<td><a href="http://wps.prenhall.com/bp_bovee_eib_3/0,11464,2795374-,00.html">http://wps.prenhall.com/bp_bovee_eib_3/0,11464,2795374-,00.html</a></td>
</tr>
<tr>
<td></td>
<td><strong>Homework assignment:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Webcast: Understand your financials</strong></td>
</tr>
<tr>
<td></td>
<td>Watch the video and answer discussion questions</td>
</tr>
<tr>
<td></td>
<td>none</td>
</tr>
<tr>
<td></td>
<td><strong>Discussion questions</strong></td>
</tr>
<tr>
<td></td>
<td>Post your response to the topics of the week in two different days before Friday.</td>
</tr>
<tr>
<td></td>
<td>1. Let me see your financials</td>
</tr>
<tr>
<td></td>
<td><strong>Final Project</strong>-</td>
</tr>
</tbody>
</table>
Read Task 2 and Final task instructions and assign work among team members.

<table>
<thead>
<tr>
<th>Week 8</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>July 16–20</td>
<td></td>
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</tbody>
</table>

Course Policies & Expectations

To be successful in this course your total commitment is necessary. This is a 8-week accelerated online course that requires participation in WebCampus (Vista).

Math and computer ability

Knowledge and previous use of Microsoft Word, Microsoft Excel and Microsoft PowerPoint is mandatory. Experience in use of Webcampus. Contact your NSC advisor to schedule the necessary training to use this software.

Class materials

Binder to store your notes and assignments, textbook, access to a computer with Microsoft Excel, Microsoft word, Power Point and Internet access. Mac users, make sure that the above mentioned software runs without problems. Access to Webcompanion http://wps.prenhall.com/bp_bovee_eib_3

Components of your final grade

Content will be laid out weekly with specific assignments to be completed by the due date. You will basically have the following activities:

- Attendance and participation
- Readings
- Cases
- Power point presentations
- Midterm and final exams
- Projects

Assign a place and at least 5 hours every week to work on your homework assignments and readings. Make it part of your normal life and you will be amazed of how easy is to keep up with the pace of the class.

Grading
Grades on the course will be based on the following components and the following scale:

<table>
<thead>
<tr>
<th>Components of Final score</th>
<th>Description</th>
<th>score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>All weeks</td>
<td>5</td>
</tr>
<tr>
<td>Participation in Discussions</td>
<td>1 Midterm Exam Online @ 20 ea</td>
<td>10</td>
</tr>
<tr>
<td>Midterm Exams</td>
<td>1 Midterm Exam Online @ 20 ea</td>
<td>20</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>See weekly schedule</td>
<td>10</td>
</tr>
<tr>
<td>Project tasks(*)</td>
<td>1 partial project</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>1 final paper @ 10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>1 final presentation @ 10</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1 online exam</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>TOTAL EARNED POINTS</th>
<th>LETTER GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
</tr>
<tr>
<td>90–92.99</td>
<td>A–</td>
</tr>
<tr>
<td>87–89.99</td>
<td>B+</td>
</tr>
<tr>
<td>83–86.99</td>
<td>B</td>
</tr>
<tr>
<td>80–82.99</td>
<td>B–</td>
</tr>
<tr>
<td>78–79.99</td>
<td>C+</td>
</tr>
<tr>
<td>70–77.99</td>
<td>C</td>
</tr>
<tr>
<td>60–69.99</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

**General Instructions about written assignments**

**Written Assignment – Content, Style and Format**

A paper must contain an organized structure and written in APA style. Consider submitting your document to the Tutorial Center or Smarthinking before your
final submission to your instructor.

An A paper is expected to contain the following minimum requirements:

- Cover page with following information centered in the page: The name of the school, the name of the course, the topic of the assignment, your name, the name of the instructor and the date of preparation of the document.
- Double space, indented paragraphs and standard margins (1"all margins).
- Font: Times New Roman size 12.
- Page headers: Page number at the upper right corner of each page and the three first words of the title of the assignment.
- Headings on the first page of content: Repeat the title of your assignment and provide a brief summary or introduction explaining the topics addressed in the paper.
- Each page of the document must include titles and subtitles if necessary to allow a clear understanding of the topics to be addressed.
- Follow the sequence of questions given by your instructor.
- Use tables and graphs when necessary. Add titles to the graphs and number them. Include the sources of the tables or the indication of your own creation.
- Include in-text citations for all concepts or quotations stated in the document. See APA style manual at the Owl at Purdue, NSC Library.
- References page with the bibliography and primary or secondary sources used.
- Check with your tutorial center for specifics about APA guidelines.
- Write your paper as if you were writing an analysis for a diverse audience with both a limited or great knowledge of the topics.
- Proofread the document yourself or have someone else read your document to detect grammar errors. Use a spell checker and/or dictionary to ensure accuracy in the words you choose.
- When no minimum number of words is stated, always include at least 250 words.

Written Assignment- Statistic Problems and Quantitative cases

For problems with quantitative content and business cases, follow these guidelines in addition to the above mentioned:

- Copy the question or statement of the problem.
- Provide a complete answer and explain the steps taken to reach the answer.
- Provide an interpretation of the answers.
All answers to quantitative problems must have a minimum of words (not including tables and graphs) as stated by your instructor.

When no minimum number of words is stated, always include at least 250 words.
**Requirements for assignments and course activities**

1. **Attendance in online courses**

In online courses students also have to meet attendance requirements. To be in attendance students are expected to post to the discussion forum in two different days of the week. If a student only posts one day, or makes two postings in one single day, he will not be considered in attendance.

After 2 weeks of absence (consecutive or not) the student will not be assigned the 5 points of attendance even when he/she resumes attendance or completes academic activities. See attendance and tardiness section for further details.

Attendance is also a condition to be eligible to take a midterm and/or final exam. Students who don't submit any activity for two or more weeks before each midterm, won't be allowed to take those assessments.

2. **Online discussions**

The online threaded discussions are an important component of our class. See you **WEEKLY CLASS SCHEDULE** for details.

You must post two different days of the week with meaningful answers to the questions posted by your instructor each week.

- If you don’t answer at all, or if you only answer partially, **YOU GET NO POINTS**.
- Follow internet etiquette and writing style guidelines.
- Read all the messages before responding.
- **NO LATE POSTS WILL BE ACCEPTED**. Use the computer’s lab at your school, the library, or any other means to get the work done on time if you can’t access from home.
- Responses to the discussion questions must have at least 150 words and include the source of the answer.

Avoid the following unacceptable postings:

Sample Question: Learning statistics is similar to learning a new language. Do you agree with this statement? Why or why not?

**Answer #1 (Student E):** I agree.

**Note: UNACCEPTABLE !!! Student E did not support his answer why he agrees with the instructor.**

**Answer #2 (Student F):** Student C, what are you taking next term? Will you be
continuing with the next accounting course?

Note: **UNACCEPTABLE !!!** Student F is completely off the topic and her post is unrelated to chapter material.

Answer #3 (Student G): I agree with this statement because as per the textbook on page 20: “accounting is the language of business”.

Note: **UNACCEPTABLE !!!** Student G quoted the textbook, but did not give her own reasons to support her opinion.

3. **Homework assignments**

Check your weekly schedule and/or assignments section on Webcampus for assignments due each week. Turn your assignments using WebCampus dropbox. Label the document as follows including the chapter and your full name:

AssignmentCh#_yourfullname.doc

Check your **WEEKLY CLASS SCHEDULE** to confirm the due date of each assignment.

Solve only the problems assigned during the week, in a professional, neat and timely manner. If you do not attempt a problem or exercise, you will be given 0 points. If you complete the wrong problem you will receive 0 points. If you fail to format your text using the recommendations cited above, you will see your score decreased. NO LATE HOMEWORK WILL BE ACCEPTED unless otherwise agreed with your instructor (See late assignments section below for more details)

Solutions to the exercises are generally in the back of the textbook or in your web companion.

Notice that some assignments are individual and others are in teams. The instructor reserves the right of penalizing plagiarism if suspected.

**If you need help on a homework assignment:**

1. Post a question in the discussion forum at least 48 hours before the due date.
2. E-mail me your work at least 2 days before the due date and I will give you some hints.

Please refer to the late assignments policy for further questions regarding this matter.

4. **Projects**
A final Team project is to be completed by the students during the semester. The purpose of this project is to simulate the creation of a company with the best characteristics of the market. In order to do this, you and your team members will identify a business idea, plan strategically, and analyze best practices of two real firms in the U.S. who are competitors of your business.

The members of the team will brainstorm through online communication and decide on the company they want to create. Team members will use actual information about successful corporations in the U.S. found through research on the NSC Online Library and the web.

The teams will carry out an analysis of their new business and the two selected firms to compare their level of competition and learn their best practices.

To identify your business idea, you need to discover a need in the community. In order to do this, your team will use photovoice research. Photovoice allows a researcher to tell a story through a meaningful use of photos as a conveyor of information. You can read more about it at http://www.photovoice.org/

Additional information about the project will be given during the semester.

BUS101_Task#_Lastname1_Lastname2_lastname3.doc

This Project will be graded on the accuracy, completeness and support of your answers. At the end of the semester you will prepare a power point presentation summarizing your projects.

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>Read General Instructions</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pre-task. Preparation for the Project- Photovoice Task # 1 Defining the subject of research and the Strategic Plan for Start-up</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Task # 2 competitive analysis (included in final task) Final task Power point presentation</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TOTAL GRADE FINAL PROJECT</td>
<td>30</td>
</tr>
</tbody>
</table>

Late projects will be handled according to the Late assignments policy stated in the following sections.

5. Mid term Exams


dates. Exams will cover: lectures, assigned readings, homework assignments, projects and any other material made available by your instructor.

Answers to the exams will be available in WebCampus (Vista) after all the students have taken it.

If you miss the midterm exams your grade on the cumulative final exam will replace it. This will occur automatically; students do not need to inform me or provide documentation of their absence. No late midterms will be accepted.

In order to be eligible to take a midterm, students are required to participate in activities and assignments weekly. Students who don’t submit any activity for two or more weeks before each midterm, won’t be allowed to take the midterm.

6. Final Exam

The final exam will be given on the last week of classes. Your instructor will determine the dates when the online exam will be available. Make-up exams are strongly discouraged, and will be granted only in the case of a documented health emergency or if authorization has been obtained from the instructor at the beginning of the semester. Missed exams will be assigned a score of ZERO.

Viewing Grades:
Points can be viewed in the Gradebook, accessible from the "My Grades" link under "Student Tools" on the course menu (left side of course screen).

ATTENDANCE/TARDINESS:

In Online classes, students are expected to follow internet etiquette and to maintain ethical behavior at all times. It is not allowed to use the discussion boards and any other WebCT tool to discuss personal issues or to share unlawful information. Disruptive students will be referred to Student Services.

Students are expected to participate in every activity and to turn in their assignments according to the weekly schedule. Students who don’t participate in activities during two or more weeks before each midterm, won’t be allowed to take the midterm. (See midterm section above for more details)

Students are responsible for all work missed and must communicate with me about their particular situation. Even when a student didn’t turn assignments on time, assignments must be completed to allow full understanding of the concepts.
**Late Policy:** I won’t accept late assignments unless you have made prior arrangements with me and I have authorized an alternative submission date in advance. In all cases, late assignments will be penalized with a 10% deduction in geometric progression for each day late after the due date. No late assignments will be received after 48 hours of the due date. I reserve the right to refuse any late assignments after our class meeting.

Deadlines will be defined as Friday 11:59 p.m. Pacific Time, unless otherwise noted by your instructor on WebCampus. If you know you will be offline the day an assignment is due, please make sure to submit it early. Any time you feel that you might be falling behind in the course, it is best to contact me to discuss your situation. No assignments can be accepted after the final day of class.

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**CLASSROOM CONDUCT**

Students are expected to maintain ethical behavior at all times. In online contact students are expected to follow internet etiquette and it is not allowed to use the discussion boards and any other WebCampus (Vista) tool to discuss personal issues or to share unlawful information. Disruptive students will be dismissed from class and referred to Student Services for disciplinary action.

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**NSC Assessment Program Information**

Throughout the course your progress will be assessed using different instruments – discussions, assignments, midterms, projects, final exams. One of these activities will be considered your KEY PERFORMANCE. In this class the **FINAL PROJECT** will be considered your Key Performance, and you may upload this key performance to your student portfolio.

Upon successful completion of this course, for each of the following units, students should be able to:

<table>
<thead>
<tr>
<th>NEVADA STATE COLLEGE OUTCOMES</th>
<th>COURSE OBJECTIVES</th>
<th>ASSESSMENTS AND KEY PERFORMANCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop communication abilities</td>
<td>Ability to explain the current situation and trends of business in the global economy. (Level 1)</td>
<td>1) Weekly assignments.</td>
</tr>
<tr>
<td></td>
<td>Ability to present ideas and</td>
<td>2) Perform scheduled exams.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Power point presentation</td>
</tr>
</tbody>
</table>
arguments effectively in oral communication. (Level 1)

- Ability to present business ideas orally and in writing such that business and non-business professionals can comprehend them. (Level 1)

- Develop critical thinking abilities

Ability to develop and apply an analytical and systematic approach to problem solving and decision making using both quantitative and qualitative tools. (Level 2)

Develop effective citizenship

Good understanding of domestic and global cultural, economic, political and legal trends. (Level 1)

NSC Electronic Portfolio

In order to document the achievement of the college outcomes at each level in a systematic and user–friendly way, NSC has adopted the use of the Open Source Portfolio Initiative (OSPI) software. The OSPI portfolio is a Web–based program that enables students to store their key performances, house and organize faculty and student feedback of key performances, and recognize the inter–relationships among the courses in their general education program and their own progress as learners. Students will have the capability to use OSPI Portfolio as a way to present their coursework accomplishments to prospective employers or graduate schools.

In each 100 and 200 level course, students will have at least one assignment that meets at least one level of one General Education outcome. Once successfully completed, this assignment can be uploaded into the student’s portfolio. In Fall 2004, the Electronic Portfolio became a graduation requirement for incoming freshmen. Successful completion of the General Education portfolio will be verified in the CEP 122 course. Completion of the major–specific portion of the students' portfolios will be verified by each department.

If you have any questions, feel free to contact Nellie Mihelic at janell_mihelic@nsu.nevada.edu or (702) 992–2061.

NSC Policies

Nevada State is committed to the principles of diversity and social tolerance, embracing the challenge of providing equal access and quality educational opportunities to all students. The College community strives to appreciate the richness diversity brings to the culture, and the invaluable contributions it affords to learning. In this
spirit, individuals with disabilities are encouraged to attend Nevada State and participate in all College-sponsored activities. The Americans with Disabilities Act mandates accessibility in all facets of the learning environment. The Center for Learning Assistance and Support Services (CLASS) on the Nevada State campus coordinates support services and reasonable accommodations for students qualifying as disabled under the ADA guidelines.

If you have a documented disability that may require assistance, please contact Karen Heller at the Nevada State Center for Learning Assistance & Support Services (CLASS), by calling (702) 992–2003 voice, (702) 992–2098 TDD, or electronically at karen_heller@nsc.nevada.edu

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### Tolerance and Civility Commitment

#### Plagiarism

Plagiarism includes, but is not limited to, directly quoting, summarizing, or paraphrasing the work of others without specific indication of sources, or handing in work that is not the student's own. Cheating is the unauthorized giving or receiving of information in examinations or other course assignments. **The grade of "0" or "F" will be given for any assignment in which plagiarism or cheating is discovered.** This grade will seriously affect the final grade in the course.

Evidence of such dishonesty will be kept on file, and will not be returned to the student. Instructors have the responsibility to report such incidents to the Vice President for Academic Affairs. Serious penalties may be imposed, depending on the nature of the incident. See the student handbook for more information on plagiarism and cheating:


#### Withdrawal

NSC does NOT assign an automatic "W" or "Withdrawal" grade if you stop coming to class or handing in assignments. You will receive an "F" to connote you failed the course. It is your responsibility to officially drop the course by the drop date. You are encouraged to review the Nevada State College Student Handbook for additional information. To obtain a copy see the front desk or course web site.
If you have any questions about any of the information contained in this syllabus, or about any other aspect of this class, please do not hesitate to ask.

All the materials and activities designed by your instructor are protected by author’s rights and are intended to provide elements for the Assessment Program at Nevada State College. Your assignments and other academic activities may be used for purposes of assessment and your instructor will protect the anonymity of the documents provided for this purpose.